

School of Health and Social Work

Title of Programme: BSc (Hons) Nursing

Programme Code: HHNUR

# Programme Specification

This programme specification is relevant to students entering:  
27 September 2021

Assistant Associate Dean of School (Academic Quality Assurance):  
Cheryl Holman

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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### Summary of amendments to the programme:

Date	Section	Amendment
31/03/21	D. Table 1a	6HSK1089 Final Numeracy Exam Exam (Pass/Fail) to Online test (coursework) (Pass/Fail), and it will run in Sem AB.
31/03/21	D. Table 1a	6HSK1068 Co-ordinating Adult Nursing Care One element changed Practical 1.0 to Course work 1.0
31/03/21	D. Table 1a	6HSK1065 Children and Young People's Nursing Practice 3 One element changed Practical 1.0 to Course work 1.0
31/03/21	D. Table 1a	6HSK1073 Mental Health Nursing Practice 3 One element changed Practical 1.0 to Course work 1.0
31/03/21	D. Table 1a	6HSK1066 Clinical Decision Making in Adult Nursing Exam 1 to Coursework 1
31/03/21	D. Table 1a	6HSK1063 Application of Anatomy and Physiology to Children and Young People's Nursing 2 Exam 1 to Coursework 1
31/03/21	D. Table 1a	6HSK1072 Leading and Managing Mental Health Nursing Care Exam 1 to Coursework 1
31/03/21	D. Table 1a	6HSK1071 Medicines Management for Mental Health Nursing Exam 1 to Coursework 1

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification

## BSc (Hons) Nursing –Nursing Degree

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

### Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane/De Havilland/NHS Trusts
<b>Programme accredited by</b>	The Nursing and Midwifery Council
<b>Final Qualification</b>	BSc (Hons)
<b>All Final Award titles (Qualification and Subject)</b>	Nursing
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	Adult Field B700 Mental Health Field B701 Child Field B702 Learning Disabilities B761
<b>Language of Delivery</b>	English

### A. Programme Rationale

This undergraduate programme is for students who wish to become Registered Nurses (RN) in one of the four fields of nursing; adult, child, mental health or learning disability. Registered nurses who graduate from this programme will be central in 'providing, leading and co-ordinating evidence based and person centred care' (NMC, 2018:p4). The programme will prepare students to practise in a wide array of health and social care arenas that includes the NHS and the Private, Independent and Voluntary Organisations.. The public and the profession expect registered nurses to act in a professional manner ensuring high standards of care (NMC, Code of Conduct, 2018). To meet these expectations our 'Future Nurses' (NMC, 2018) will value the diversity of their service users and carers in their care, whilst treating them with compassion, dignity and respect. Caring in a dynamic health and social care system will require our graduates to be accountable and able to act autonomously whilst working effectively in an interdisciplinary team.

Extensive partnership work has ensured that the programme has been co-produced with key stakeholders including service users, carers, students, academics and practice partners. This approach has led to a number of distinctive features:

- It is designed to encourage future practitioners to engage meaningfully with nursing research and evidence. It is guided by the four aspects of the Healy and Jenkins (2009) Research Informed Teaching perspectives in the teaching and learning outcomes, learning materials and proposed teaching and practice experiences. This scholarly approach will further the development of critical cognitive skills and other graduate attributes and facilitate on-going personal and professional development.

- Strength in the delivery of field specific modules and a diverse range of practice experiences that cover the NHS, private, voluntary and independent sectors including national centres of excellence whilst ensuring that the holistic care needs of all individuals encountered across the fields can be addressed.
- Programme delivery that reflects the views of service users and carers with meaningful input by them into a range of teaching and assessment activities.
- Authentic simulation activity that has been designed with service users, carers students and practice partner input.
- The opportunity to undertake a student-led practice experience at the end of year 2

The programme has been constructed to meet the NMC requirements as defined within the Standards Frameworks (NMC 2018). The programme has also been designed in line with the Framework for Higher Education Qualifications (QAA, 2008), the European Directive 2005/36/EC (including Annex V, point 5.2.1) on the training of nurses responsible for general care.

## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#). The framework aims to provide a modular structure for the following programmes, each with its own programme specification:

### Additionally this programme aims to:

- Provide a learning environment that enables the student to become a proficient, confident, safe and accountable nurse equipped with the necessary knowledge, skills, capabilities and value-bases to achieve fitness for practice, purpose, academic award and professional standing.
- Develop students' skills and critical abilities in relation to theory and nursing practice, research and enquiry that will enhance nursing care and leadership in any health and social care setting
- Facilitate and nurture the personal and professional development through the creation of safe stimulating learning environments, valuing collaboration and appreciating the distinctiveness of adult, children and young people, learning disability and mental health nursing.
- Enable students to contribute to and manage their own learning by effectively engaging with the evidence and research literature, reflecting on practice and continuing life-long learning

## C. Intended Learning Outcomes

The programme outcomes are referenced to the Standards for Pre-Registration Nursing (NMC, 2018) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1 – Effectively respond to legal, ethical, cultural and political issues impacting on current health needs and nursing practice;	Acquisition of knowledge and understanding is based on knowledge construction and inquiry based learning.  To aid this modules focus on developing all four aspects of	Knowledge and understanding are assessed through a combination of assessments that are focussed on the knowledge and skills required for contemporary nursing

<p>A2 - Use critical reflective processes for continuing professional development;</p> <p>A3 - Utilise personal/professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs.</p> <p>A4- Effectively articulate the knowledge gained from a wide-range of theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application to contemporary nursing practice</p> <p>A5- Recognise the complex mental, physical, cognitive and behavioural care needs that can affect patients, service users and their carers.</p> <p>A6- Recognise the value of inter-professional education and the range of strategies that may be selected to enhance collaborative working.</p>	<p>Healy and Jenkins (2009) research informed teaching</p> <p>Service user and carer involvement is integral to curriculum delivery as is inter-professional education. A combination of the following supports this: Supervised and assessed practice experiences; simulated practice sessions; reflection; portfolio development; seminar and care pathway presentations; individual and small group academic tutorials; discussion groups, problem-solving and inquiry-led learning approaches; interactive lectures; coursework; learning packages; e-technology approaches to learning and teaching including, podcasts, video, and digital storyboards.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Additional support is provided by the Academic Skills team and Learning Resource Centre.</p>	<p>practice. The assessments are designed to test the proficiency of the 'Future Nurse' utilising authentic and practice focussed assessments.</p> <p>Activities involve critically evaluating research and evidence across the fields incorporating theory, practice, legislation and policy, research and leadership.</p> <p>A range of formative and summative approaches are used including; examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of OSCEs, vivas, essays, project work, reflective accounts and presentations.</p> <p>Practice forms 50% of the programme and assessment of practice forms a central tenet of this strategy. Assessment includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>
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<u>Intellectual skills</u>	<u>Teaching and learning methods</u>	<u>Assessment strategy</u>
<p>B1- Understand and critically appraise research findings and best available evidence to promote health, and deliver nursing care.</p> <p>B2 - Analyse the nursing care needs of individuals and groups to find collaborative solutions which enable safe,</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and reflection skills are further developed by activities that encourage engagement with current research and evidence,</p>	<p>As detailed in section A above, intellectual skills are assessed through a combination of formative and summative approaches including; examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-</p>

<p>effective, person and family-centred care;</p> <p>B3 - Evaluate risk management strategies that promote a safe and therapeutic environment.</p> <p>B4- Analyse and appraise the evidence to find innovative research informed solutions that address problems and questions in practice.</p>	<p>Students will critically discuss research with staff and peers. They will undertake active learning, through role-play, tutorials, simulation and practice placement experiences.</p> <p>Throughout, the learner is also encouraged to develop intellectual skills further by independent study.</p>	<p>course assessments in the form of OSCEs, vivas, essays, project work, reflective accounts and presentations.</p> <p>The final Imagination and Innovation module allows students to engage intellectually with innovation service delivery and change management.</p> <p>Assessment in practice forms a central tenet of this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>
<p><b>Practical skills</b></p> <p>C1 - Utilise information technology to effectively assist in the organisation and management of nursing care;</p> <p>C2 - Systematically and comprehensively co-ordinate care by effectively assessing, planning, implementing and evaluating nursing care in partnership with patients, service users and/or carers.</p> <p>C3 - Adapt to the changing health needs of individuals and populations to make decisions which are ethically sound and based on best available evidence;</p> <p>C4 - Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and</p>	<p><b>Teaching and learning methods</b></p> <p>Practical skills are developed throughout the programme by a combination of experience in the practice setting, simulated practice sessions and practice skills development, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and workshops, learning packages and computer assisted learning.</p> <p>Skills learning is also facilitated by maintaining a Portfolio, which is a record of personal and professional learning and development. Throughout the student is expected to consolidate their development of practical computing skills by use of computers in the learning resources centre and within practice.</p>	<p><b>Assessment strategy</b></p> <p>Practical skills are assessed in practice placements by means of achievement of modular learning outcomes for practice, contained in the Practice Assessment Document (PAD) This approach is complemented by other authentic assessments that relate to those skills required in practice e.g. simulation, audit; report writing, OSCEs, formulating service improvement developments.</p> <p>Assessment in practice forms a central tenet of this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered</p>

<p>rights of all patients/service users;</p> <p>C5- Uphold and promote the values expected of those of a registered healthcare professional (in accordance with the NMC Code of Conduct).</p> <p>C6-Deliver compassionate, person centred care in partnership with patients/service-users and/or their carers.</p> <p>C7 - Promote partnership-working through skilful team, inter-professional and multi-agency collaboration and co-ordination.</p> <p>C8 - Demonstrate leadership, support and direction to team members in delivering efficient quality care.</p>	<p>Two cross-School IPE modules facilitate the development of those skills and attributes required to work inter-professionally</p>	<p>nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>
<p><b>Transferable skills</b></p>	<p><b>Teaching and learning methods</b></p>	<p><b>Assessment strategy</b></p>
<p>D1 - Apply confident and competent literacy, numeracy and information/digital technology skills;</p> <p>D2 - Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct;</p> <p>D3 - Be resilient and able to self-manage, taking initiative for planning to meet own needs/responsibilities and facilitating those of others;</p> <p>D4 - Demonstrate effective engagement and communication and collaboration skills with service users, carers and a wide-range of personnel from a variety of organisational levels.</p>	<p>Transferable skills are developed through the programme by interactive teaching sessions, practical computer assisted learning, debate, academic writing, practice experience and observation, oral and poster presentations and group/individual projects.</p> <p>These are complemented by the development of specialist inter-professional transferable skills aided by two cross-School IPE modules.</p> <p>Transferrable skills development is also facilitated by maintaining a portfolio, which is a record of personal and professional learning and development. Throughout, the learner is encouraged to develop transferable skills through self-reflection and on-going professional development.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum assessment strategy, in coursework, examinations, on-line and computer based activities, oral presentations, reflective accounts and reports.</p> <p>Assessment in practice forms a central tenet of this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>

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## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered as a three year full time route. For applicants with an appropriate foundation degree, the length of the programme will be reduced dependent on the outcome of any Accreditation of Prior Learning (APL). All pathways lead to the award of a BSc (Hons) in Nursing. The programme is divided into three parts on the full time route.

Intakes for all fields for the three year will normally be in September.

Intakes for all fields for the shortened APL route with first registration will normally be in January.

The programme will normally be reduced in length (for students with a relevant foundation degree and or experience who successfully APL credits against the current programme outcomes using the APL process). The reduction in the length of the programme will be to a maximum of 50% of the programme however for those who already hold NMC registration this may be more than 50%. Entry for this route therefore will normally be at level five or six.

### Professional and Statutory Regulatory Bodies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations. The requirements for the adult field of practice are bound by EU directive 2005/36/EC (including Annex V.2). Within the programme there is equal weighting between the delivery and assessment of theory and practice.

### Work-Based Learning, including Sandwich Programmes

To meet the Nursing Midwifery Council regulations 4,600 programme hours are required for the full time three year programme or part time four year programme of which 2,300 are to be evidenced by practice experiences. Practice learning experiences are undertaken with a range of environments and students are supported by appropriately approved supervisors and assessors.

### Table 1a Outline Programme Structure

#### Undergraduate Route

**Mode of study** Full time over 3 years

**Entry point** Normally semester A September intake

Level 4 entry

### Table 1b Outline Programme Structure

#### APL/APCL&APEL and degree completion from foundation degree or equivalent or for second registration.

It is anticipated that some students who completed prior learning to foundation degree level or those who are current Registered Nurses may wish to APL their prior learning. For those who are not currently Registered Nurses they will study a minimum of 50 % of the Nursing Degree. Sixty credits will be at level five where new learning specific to their chosen field of practice will be undertaken via a field specific practice module and a field specific 30 or 2 x 15 credit academic module. They will then follow the final level six components of the Nursing Degree.

#### Mode of Study

Non-Registered Nurses-normally 20-24 months but determined by APL processes

Registered Nurses determined by APL processes

#### Entry point

Non-Registered Nurses normally semester B January intake to complete 60 credits at level five across two semesters. Modules as below. Then join the final year of the Nursing Degree to complete level 6 modules.



**Table 1a**  
**Undergraduate Route**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
<b>Compulsory Modules Year 1</b>						
<b>Module Title</b>						
<b>1<sup>st</sup> Year Adult Modules</b>						
<b>BSc Level 4</b>						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	A
Promoting Health and Preventing Ill Health	4HSK0070	15	0	100	0	B
Enhancing Communication in Adult Care Settings	4HSK0075	15	0	100	0	B
Fundamentals of Adult Nursing Practice	4HSK0078	30	0	0	P/F*	ABC
<b>1<sup>st</sup> Year Child Modules</b>						
<b>BSc Level 4</b>						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30		100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	A
Application of Anatomy and Physiology to Children and Young People's Nursing 1	4HSK0071	15	0	100	0	B
Communicating with the Developing Child	4HSK0076	15	0	0	100	B
Children and Young People's Nursing Practice 1	4HSK0079	30	0	0	P/F*	ABC
<b>1<sup>st</sup> Year Learning Disability Modules</b>						
<b>BSc Level 4</b>						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	A
The Lived Experience of People with a Learning Disability	4HSK0069	15	0	100	0	B
Communication and People with a Learning Disability	4HSK0074	15	0	100	0	B
Learning Disability Nursing Practice 1	4HSK0080	30	0	0	P/F*	ABC
<b>1<sup>st</sup> Year Mental Health Modules</b>						
<b>BSc Level 4</b>						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	A
Key Concepts, Theories and Debates for Mental Health Nursing	4HSK0068	15	0	100	0	B
Therapeutic Communication for Mental Health	4HSK0073	15	0	100	0	B

Mental Health Nursing Practice 1 | 4HSK0081 | 30 | 0 | 0 | P/F\* | ABC

**NOTE**

\*This module is Pass/Fail, with no numeric grade awarded. Each Pass/Fail element of assessment must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
<b>Compulsory Modules Year 2</b>						
<b>2<sup>nd</sup> Year Adult Modules</b>						
<b>BSc Level 5</b>						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Integrated Adult Nursing Care	5HSK0114	30	0	100	P/F**	AB
The Evidence Base for Adult Nursing Practice	5HSK0115	30	0	70	30	AB
Advancing Adult Nursing Practice	5HSK0116	30	0*	P/F	P/F*	ABC
<b>2<sup>nd</sup> Year Child Modules</b>						
<b>BSc Level 5 COMPULSORY</b>						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Children and Young People's Health Promotion	5HSK0107	15	0	100	0	A
Research for Children and Young People's Nursing Practice	5HSK0112	30	0	100	0	AB
Children and Young People's Nursing Practice 2	5HSK0113	30	0*	P/F	P/F*	ABC
<b>2<sup>nd</sup> Year Child Modules</b>						
<b>BSc Level 5 OPTIONAL</b>						
Caring for Children and Young People in 'Out of Hospital Settings'	5HSK0109	15	0	0	100	B
Caring for Children and Young People with Cancer	5HSK0108	15	0	0	100	B
Caring for the Neonate and Family	5HSK0110	15	0	0	100	B
Supporting Healthcare Transitions for Children and Young People	5HSK0111	15	0	0	100	B
<b>2<sup>nd</sup> Year Learning Disability Modules</b>						
<b>BSc Level 5 COMPULSORY</b>						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Physical Health Needs of People with a Learning Disability	5HSK0117	15	0	50	50	A
Research for Learning Disability Nursing Practice	5HSK0119	30	0	100	0	AB
Learning Disability Nursing Practice 2	5HSK0120	30	0*	P/F	P/F*	ABC
<b>2<sup>nd</sup> Year Learning Disability Modules</b>						
<b>BSc Level 5 OPTIONAL</b>						
Transition of Young People with a Learning Disability to Adult Services	5HSK0118	15	0	100	0	B
European Perspectives of Young People with Learning Disabilities	5HSK0124	15	0	100	0	B

**2<sup>nd</sup> Year Mental Health Modules  
BSc Level 5**

Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Essentials of Mental Health Nursing	5HSK0121	30	0	100	0	AB
Research and the Evidence Base for Mental Health Nursing	5HSK0122	30	0	100	0	AB
Mental Health Nursing Practice 2	5HSK0123	30	0*	P/F	P/F*	ABC

**NOTE**

\*This module is Pass/Fail, with no numeric grade awarded. Each Pass/Fail element of assessment must be successfully completed to pass the module.

\*\*The assessment for this module includes a Pass/Fail practice element with no numeric grade awarded. However the other element of assessment for the module will be graded. Both must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

**Compulsory Modules Year 3**

**Module Title**

**3<sup>rd</sup> Year Adult Modules  
BSc Level 6**

Module Title	Module Code	Credit Points	% Exam	% Coursework	% Practical	Semester
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Clinical Decision Making in Adult Nursing	6HSK1066	15	0	100	0	B
Leading and Managing Adult Nursing Care	6HSK1067	30	0	100	0	AB
Co-ordinating Adult Nursing Care	6HSK1068	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

**Year 3 Child Modules  
BSc Level 6**

Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Application of Anatomy and Physiology to Children and Young People's Nursing 2	6HSK1063	15	0	100	0	B
Leadership and Management for Children and Young People's Nursing	6HSK1064	30	0	100	0	AB
Children and Young People's Nursing Practice 3	6HSK1065	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

**3<sup>rd</sup> Year Learning Disability Modules  
BSc Level 6**

Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB

People with Learning Disabilities who Experience Mental Ill-Health	6HSK1076	15	0	100	0	B
Leading and Managing Learning Disability Nursing Practice	6HSK1069	30	0	100	0	AB
Learning Disability Nursing Practice 3	6HSK1070	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
<b>3<sup>rd</sup> Year Mental Health Modules BSc Level 6</b>						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Medicines Management for Mental Health Nursing	6HSK1071	15	0	100	0	B
Leading and Managing Mental Health Nursing Care	6HSK1072	30	0	100	0	AB
Mental Health Nursing Practice 3	6HSK1073	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

#### **NOTE**

\*This module is Pass/Fail, with no numeric grade awarded. Each Pass/Fail element of assessment must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

\*\*The assessment for this module includes a Pass/Fail practice element with no numeric grade awarded. However the other element of assessment for the module will be graded. Both must be successfully completed to pass the module.

#### **Table 1b**

PATHWAY FOR STUDENTS TO APL FOUNDATION DEGREE INCLUDES NURSING ASSOCIATE OR ASSISTANT PRACTITIONER (or Equivalent)

THE STRUCTURE WILL BE DEPENDENT ON APL PROCESSES  
THE FOLLOWING IS A SAMPLE STRUCTURE FOR THIS PATHWAY

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
<b>Compulsory Modules</b>						
<b>Year 2 Adult Shortened Route</b>						
Integrated Adult Nursing Care	5HSK0114	30	0	100	P/F**	B
Advancing Adult Nursing Practice	5HSK0116	30	0	P/F*	P/F*	BC
<b>Year 2 Child Shortened Route</b>						
The Context of Children and Young People's Nursing	5HSK0125	30	0	100	0	B
Children and Young People's Nursing Practice 2	5HSK0113	30	0	P/F*	P/F*	BC
<b>Year 2 Learning Disability</b>						

<b>Shortened Route</b>						
Physical Health Needs of People with a Learning Disability	5HSK0117	15	0	50	50	B
Transition of Young People with a Learning Disability to Adult Services	5HSK0118	15	0	100	0	B
Learning Disability Nursing Practice 2	5HSK0120	30	0	P/F*	P/F*	BC
<b>Year 2 Mental Health Shortened Route</b>						
Essentials of Mental Health Nursing	5HSK0121	30	0	100	0	B
Mental Health Nursing Practice 2	5HSK0123	30	0	P/F*	P/F*	BC

### NOTES

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For further information regarding the assessment for each module please refer to the Definitive Module Document.

	Module Code	Credit Points	% Exam	% Coursework	% Practical	Semester
<b>Compulsory Modules Year 3</b>						
<b>Module Title</b>						
<b>3<sup>rd</sup> Year Adult Modules</b>						
<b>BSc Level 6</b>						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Clinical Decision Making in Adult Nursing	6HSK1066	15	0	100	0	B
Leading and Managing Adult Nursing Care	6HSK1067	30	0	100	0	AB
Co-ordinating Adult Nursing Care	6HSK1068	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
<b>Year 3 Child Modules</b>						
<b>BSc Level 6</b>						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Application of Anatomy and Physiology to Children and Young People's Nursing 2	6HSK1063	15	0	100	0	B
Leadership and Management for Children and Young People's Nursing	6HSK1064	30	0	100	0	AB
Children and Young People's Nursing Practice 3	6HSK1065	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

<b>3<sup>rd</sup> Year Learning Disability Modules BSc Level 6</b>						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
People with Learning Disabilities who Experience Mental Ill-Health	6HSK1076	15	0	100	0	B
Leading and Managing Learning Disability Nursing Practice	6HSK1069	30	0	100	0	AB
Learning Disability Nursing Practice 3	6HSK1070	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
<b>3<sup>rd</sup> Year Mental Health Modules BSc Level 6</b>						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Medicines Management for Mental Health Nursing	6HSK1071	15	0	100	0	B
Leading and Managing Mental Health Nursing Care	6HSK1072	30	0	100	0	AB
Mental Health Nursing Practice 3	6HSK1073	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

#### **NOTE**

\*This module is Pass/Fail, with no numeric grade awarded. Each Pass/Fail element of assessment must be successfully completed to pass the module.

\*\*The assessment for this module includes a Pass/Fail practice element with no numeric grade awarded. However the other element of assessment for the module will be graded. Both must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document. There is equal weighting in the assessment of theory and practice.

#### **Progression**

Progression to level 5 normally requires a minimum of 120 credits and passes at level 4.

Progression to level 6 normally requires a minimum of 120 credits and passes at level 5.

The award of BSc (Hons) Nursing with the eligibility to apply for a professional award with the NMC requires 360 credits (with a minimum of at least 120 at level 6) and completion of all NMC requirements.

There is equal weighting in the assessment of theory and practice.

#### **Honours classification**

The University has approved structure and assessment regulations common to all Programmes. Full details are provided in [UPR AS14](#), Section D.

#### **Table 1c Final and interim awards available**

The programme provides the following final and interim awards:

Final Award	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons) Nursing (with eligibility to apply for professional award with the Nursing Midwifery Council)	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	A1,A2, A3, A4, A5, A6 B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3, D4

Interim Awards	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate - Untitled (without professional qualification)	45 credit points at level 4	4	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Certificate of Higher Education in Health Studies (without professional qualification)	120 credit points at level 4	4, 5	A1, A3, B2, B3, C1, C4, D1, D2, D3, D4
Diploma of Higher Education in Health Studies (without professional qualification)	240 credit points including at least 120 at level 5	5, 6	A1,A3, B2, B3, C1, C2, C3, C4, D1, D2, D3, D4
BSc in Health Studies (without professional qualification)	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A3, B2, B3, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4

## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and or inter-modular compensation is not permissible within the programme.
- Students awarded an FREN grade for 75 credits or more at a progression point will normally result in the student being withdrawn from their programme of study (exemption from UPR AS14 section D3). Where applicable, the employer will be informed of the failure to meet these requirements (normally, as part of the student's individual learning plan, ILP).

Further programme-specific regulations (requiring School-level approval) are given below:

- Students will be expected to attend all practice components of the programme without exemption. Failure to follow the attendance guidance, as per programme policy, will normally lead to withdrawal from the programme. Failure to fulfil the requirements for practice as per programme policy (including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration will normally lead to the student being withdrawn from the programme.

- Failure to achieve a pass grade in relation to those attributes associated with professionalism within the practice document (as stated in the Professional Values Statement) in each year/part of the programme within EITHER the final summative practice experience of that part of the programme OR the subsequent retrieval practice experience will normally result in a student being withdrawn from their programme of study.
- Students must pass with 100% a health numeracy assessment in their final year before the student may be recommended for entry to the professional nursing register.
- On completion of the programme, each student must submit a self-declaration of good health and character, as required by the NMC and which must be confirmed by a designated senior programme officer before the student may be recommended entry to the professional nursing register.
- All assessment outcomes must be completed and results confirmed at an examination board by the progression point (normally at the end of each academic year).
- Normally students cannot undertake further study at higher Levels on the same programme of study if they have more than **30** credit points of failure outstanding from previous levels (Exemption from UPRAS14 D3.6) In these circumstances students may be able to undertake further study at a higher level on the same programme trailing upto 30 credits of module failure.

## E. Management of Programme & Support for student learning.

### Management

- Dean of School
- Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health & Social Work
- Head of Departments
- A Pre-registration Nursing Programme Lead, responsible for the strategic management and organisation of the Programme
- Programme Leader/field tutors who are responsible for the day to day management of the programme
- A Pathway Tutor for those students undertaking the second registration/ shortened route
- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- A designated programme administration team
- Programme Admissions Tutors, including admissions Tutors for each field
- An APL co-ordinator who is responsible for advising prospective candidates regarding the production and submission of an APL claim
- A University Link Lecturer and Academic Assessor with responsibility for providing support and facilitating communication between the University and specific practice placements and/or practice assessors
- A programme committee, the membership of which includes:
  - Programme Officers (Chair, Programme Lead)
  - Academic group representatives
  - Field representatives
  - Practice Placement Office representative
  - Admissions representative
  - APL co-ordinator
  - Knowledge & Business Information Consultant (KIBC)
  - Practice Partnership representatives
  - Student representatives (from the Student Forum)

### Academic Support

Students are supported by;

- A Programme Leader and field tutor to help students understand the programme structure.
- An induction week at the beginning of each new academic session
- Personal Tutors to provide academic and pastoral support



- Link Lecturers, Academic Assessors, Practice Assessors and Practice Supervisors for academic and pastoral support in practice
- Module Leaders for specific academic support in relation to identified modules
- A designated programme administrator
- The Student's Union
- An extensive Learning Resources Centre, incorporating a library and computer centre
- Access to extensive digital and print collections of information resources
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation and international student support
- The Students' Union
- The Office of the Dean of Students, incorporating Chaplaincy, Counselling, Mental Health Wellbeing Advisor and a Nursery.
- A Medical centre
- An Equal Opportunities Officer
- A Careers Service for all current students and graduates
- Guided student-centred learning through the use of StudyNet and Canvas
- An English language drop in centre
- A Mathematics drop in centre
- A Student Forum with representatives on programme committee

### Practice support

In addition to the support mechanisms available to the students at the university, they will be supported in practice by practice assessors, practice supervisors and other individuals such as Practice Experience Facilitators

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.
- Course factsheet

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

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## G. Entry requirements

### For All Routes

Evidence of completion of 12 years general school education before commencing the programme.

Where the International English Language Testing System (IELTS) is offered, the programme will normally require an overall score of 6.5, with a minimum score of 6.5 for every component (listening, reading, writing and speaking). Where the Occupational English Test (OET) is offered it must be at least a B grade in listening and reading, and at least a B grade in writing and speaking. In addition, English language qualifications that are recognised by the University as equivalent to the IELTS and OET bands specified above will also be accepted.

All offers will be subject to the applicants' demonstration of the NHS constitution's 'Values and Behaviours', satisfactory interviews, numeracy and literacy test, health screening and the Disclosure and Barring Services (DBS) checks. You can view the full NHS Constitution for England on the Government website: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england>.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

### Full Time/Part Time Routes

The normal entry requirements for the programme are:

5 GCSE's/ O' Levels at grade C/4 or above (or equivalent). To include: English, and mathematics (and science for some fields) or equivalent at grade C/4 or above.

#### Plus

A levels:

At least 96-104 UCAS tariff points to include 2 'A' levels (N.B. The tariff points are dependent on the chosen field).

#### OR

BTEC Diploma (96-104) (equivalent tariff, dependent on field) in a Science or health-related subject.

#### OR

BTEC National Certificate (96-104) (equivalent tariff, dependent on field) in a Science or health-related subject.

#### OR

Access Courses

Access to nursing course (96-104) equivalent tariff.

#### OR

Other equivalent qualifications

### Shortened APL Routes

The normal entry requirements for the programme are:

English and Mathematics GCSE grade C/4 or equivalent.

The completion of a foundation degree in health care achieved while working as a health care assistant/support worker OR an equivalent academic qualification and/or relevant practice experience.

Successful accreditation of any prior learning and/or practice experience against the current programme outcomes.

All offers will be subject to the applicants' demonstration of the NHS constitution's 'Values and Behaviours', satisfactory interviews, numeracy and literacy test, health screening and the Disclosure and Barring Services (DBS) checks. You can view the full NHS Constitution for England on the Government website: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

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If you would like this information in an alternative format please contact:

**Jane Say** [j.say@herts.ac.uk](mailto:j.say@herts.ac.uk)

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BSc (Hons) Nursing

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																							
		Knowledge & Understanding						Intellectual Skills				Practical Skills								Transferable Skills					
Level 4	Year 1 Generic Modules	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	
		An Introduction to Inter-professional Education	4HSK0013				√	√	√			√				√				√		√		√	
		Introduction to Communication and Relationship Management Skills for Nursing	4HSK0072			√	√	√												√				√	
		Foundations of Health and Wellbeing	4HSK0077	√	√		√	√	√	√												√			
		<b>Year 1 Adult Modules</b>																							
		Promoting Health and Preventing Ill Health	4HSK0070	√			√	√							√						√				
		Enhancing Communication in Adult Care Settings	4HSK0075			√	√	√					√	√	√	√	√	√	√		√	√		√	
		Fundamentals of Adult Nursing Practice	4HSK0078	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	
		<b>Year 1 Child Modules</b>																							
		Application of Anatomy and Physiology to Children and Young People's Nursing 1	4HSK0071				√	√							√	√					√	√			
	Communicating with the Developing Child	4HSK0076			√	√	√					√	√		√	√			√	√	√		√		
	Children and Young People's Nursing Practice 1	4HSK0079	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√		
	<b>Year 1 Learning Disability Modules</b>																								
	The Lived Experience of People with a Learning Disability	4HSK0069	√			√	√			√		√			√	√	√	√		√			√		

	Communication and People with a Learning Disability	4HSK0074			√	√	√								√		√	√				√			
	Learning Disability Nursing Practice 1	4HSK0080	√		√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	
	<b>Year 1 Mental Health Modules</b>																								
	Key Concepts, Theories and Debates for Mental Health Nursing	4HSK0068	√				√	√														√		√	
	Therapeutic Communication for Mental Health	4HSK0073			√	√	√															√			
	Mental Health Nursing Practice 1	4HSK0081	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	
	<b>Year 2 Generic Modules</b>																								
	Developing Health and Wellbeing	5HSK0106	√			√	√		√	√												√			
	<b>Year 2 Adult Modules</b>																								
	Integrated Adult Nursing Care	5HSK0114	√			√	√														√		√		
	The Evidence Base for Adult Nursing Practice	5HSK0115	√			√	√		√		√											√			
	Advancing Adult Nursing Practice	5HSK0116	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	
	<b>Year 2 Child Modules</b>																								
Level 5	Children and Young People's Health Promotion	5HSK0107	√			√	√				√										√	√		√	
	Caring for Children and Young People with Cancer	5HSK0108	√			√	√			√												√	√		
	Caring for Children and Young People in 'Out of Hospital Settings'	5HSK0109				√	√															√			
	Caring for the Neonate and Family	5HSK0110				√	√															√			
	Supporting Healthcare Transitions for Children and Young People	5HSK0111				√	√			√	√		√	√	√	√	√	√	√	√	√		√		
	Research for Children and Young People's Nursing Practice	5HSK0112				√	√		√		√											√			

Children and Young People's Nursing Practice 2	5HSK0113	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	
<b>Year 2 Learning Disability Modules</b>																								
Physical Health Needs of People with a Learning Disability	5HSK0117				√	√				√		√			√	√	√	√		√			√	
Transition of Young People with a Learning Disability to Adult Services	5HSK0118				√	√				√		√			√	√	√	√		√				
European Perspectives of Young People with Learning Disabilities	5HSK0124	√			√					√				√						√				√
Research for Learning Disability Nursing Practice	5HSK0119	√			√	√		√			√				√	√	√	√		√				
Learning Disability Nursing Practice 2	5HSK0120	√	√	√	√	√			√	√		√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Year 2 Mental Health Modules</b>																								
Essentials of Mental Health Nursing	5HSK0121	√			√					√		√		√	√	√	√	√		√	√			√
Research and the Evidence Base for Mental Health Nursing	5HSK0122	√			√			√			√			√	√	√	√	√		√	√			√
Mental Health Nursing Practice 2	5HSK0123	√	√	√	√				√	√		√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Year 3 Generic Modules</b>																								
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	√	√	√	√		√				√													√
Imagination and Innovation in Evidence Based Nursing Practice	6HSK1062	√	√		√			√			√													√
Final Numeracy Exam	6HSK1089																							
<b>Year 3 Adult Modules</b>																								
Clinical Decision Making in Adult Nursing	6HSK1066		√	√	√	√		√		√	√		√	√	√	√	√			√	√			
Leading and Managing Adult Nursing Care	6HSK1067	√	√	√	√	√		√		√	√													√







## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Effectively respond to legal, ethical, cultural and political issues impacting on current health needs and nursing practice;
- A2. Use critical reflective processes for continuing professional development;
- A3. Utilise personal/professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs.
- A4. Effectively articulate the knowledge gained from a wide-range of theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application to contemporary nursing practice
- A5. Recognise the complex mental, physical, cognitive and behavioural care needs that can affect patients, service users and their carers.
- A6. Recognise the value of inter-professional education and the range of strategies that may be selected to enhance collaborative working.

### Intellectual Skills

- B1. Understand and critically appraise research findings and best available evidence to promote health, and deliver nursing care.
- B2. Analyse the nursing care needs of individuals and groups to find collaborative solutions which enable safe, effective, person and family-centred care;
- B3. Evaluate risk management strategies that promote a safe and therapeutic environment.
- B4. Analyse and appraise the evidence to find innovative research informed solutions that address problems and questions in practice.

### Practical Skills

- C1. Utilise information technology to effectively assist in the organisation and management of nursing care;
- C2. Systematically and comprehensively co-ordinate care by effectively assessing, planning, implementing and evaluating nursing care in partnership with patients, service users and/or carers.
- C3. Adapt to the changing health needs of individuals and populations to make decisions which are ethically sound and based on best available evidence;
- C4. Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of all patients/service users;
- C5. Uphold and promote the values expected of those of a registered healthcare professional (in accordance with the NMC Code of Conduct)..
- C6. Deliver compassionate, person centred care in partnership with patients/service-users and/or their carers.
- C7. Promote partnership-working through skilful team, inter-professional and multi-agency collaboration and co-ordination.
- C8. Demonstrate leadership, support and direction to team members in delivering efficient quality care.

### Transferable Skills

- D1. Apply confident and competent literacy, numeracy and information/digital technology skills;;
- D2. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct;
- D3. Be resilient and able to self-manage, taking initiative for planning to meet own needs/responsibilities and facilitating those of others;
- D4. Demonstrate effective engagement and communication and collaboration skills with service users, carers and a wide-range of personnel from a variety of organisational levels.

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	Nursing
<b>Type of programme</b>	Undergraduate – Degree
<b>Date of validation/last periodic review</b>	March 19
<b>Date of production/ last revision of PS</b>	March 2021
<b>Relevant to level/cohort</b>	Level 4 entering September 2021
<b>Administrative School</b>	School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HHNURA	BSc (Hons) Nursing (Adult)	100279
HHNURC	BSc (Hons) Nursing (Child)	100280
HHNURLD	BSc (Hons) Nursing (Learning Disabilities)	100286
HHNURMH	BSc (Hons) Nursing (Mental Health)	100287